Evergreen Valley College

Strategic Plan

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District Vision and Goals

SJECCD Values
Opportunity. Equity. Social Justice.

The San José · Evergreen Community College District (SJECCD) prides itself in creating an environment focused on equity and excellence in student success, respecting the strength of the heritages and life experiences of our students and communities to build more responsive colleges. Our District is nationally renowned for its advocacy to develop policies and educational approaches that incorporate the knowledge we have gained from critically analyzing global, national and immigrant experiences. We have approached our work with the intention of reframing the standard definitions of student and institutional success. Our District's core values are opportunity, equity and social justice. Each one of these values is incorporated into our strategic planning and is a part of the foundational commitments we make to our communities.

The District Strategic Directions focuses on addressing the following key issues impacting student success: sound fiscal stewardship, effective communication and data driven decisions to allow our district to provide the best possible experience (qualitative) and equitable outcomes (quantitative) for our students. Furthermore, we acknowledge areas of weakness that need to be addressed (trust, lack of transparency, and media scrutiny, which has resulted in a less than positive brand image) by including accountability and communication as critical components.

EVC Vision and Goals

Evergreen Valley College created its Code of Ethics, Mission statement, and Strategic Initiatives to align with the overall vision, values, and strategic direction of the San José Evergreen Community College District.

EVC Code of Ethics

The Evergreen Valley College Code of Ethics was developed with input from representatives of each constituent group at Evergreen Valley College including faculty, staff, and management. Inherent in this code is the belief that each employee and student has the right to dignity and respect.

> We, the employees of Evergreen Valley College, agree to act in a responsible and ethical manner in the workplace, and by acting in a way that encourages our peers, students, and colleagues to do the same.
>
> *We support the following principles:*

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- To work in a professional manner with a mutual respect for individual differences.
- To maintain an open dialogue on issues while respecting differing opinions of colleagues and students alike.
- To be open and honest in dealing with students and colleagues and understand the value of having positive collegial relationships.
- That our collective responsibility is to create a positive environment that fosters respect for others and their cultural contributions, and to respect the academic curiosity of our students, colleagues and staff at Evergreen Valley College.
- This document nor the beliefs herein represented in no way limit the rights or duties of the employees of Evergreen Valley College as provided for by Code, Law, Board Policy, Procedure, or by contract.

Mission

With equity, opportunity and social justice as our guiding principles, Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically and to be civically responsible global citizens.

We meet our mission through a wide spectrum of educational experiences, flexible methodologies, and support services for our students.

Strategic Initiatives

Student-Centered: We provide access to quality and efficient programs and services to ensure student success. Areas of focus are:

- Access
- Curriculum and Program Development
- Student Service Offerings

Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions. Areas of focus are:

- Visibility
- Strategic Partnerships
- College in the Community

Organizational Transformation: We create a trusting environment where everyone is valued and empowered. Areas of focus are:

- Community Building

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- Employee Development
- Transparent Infrastructure

The Mission Statement and Strategic Initiatives establish the parameters for planning and decision-making at all levels of the college. These initiatives were used as a guide while developing the *Educational / Facilities Master Plan: 2010-2025*. The Strategic Initiatives are rooted in the college's Mission Statement. The Strategic Planning Initiatives, developed by the faculty, staff and administration of the college provide the foundation for the development of all planning efforts by the college. All programs, divisions and the college establish annual "Commitments to Action" (CTAs), which are the foundation of Strategic Planning. The Strategic Initiatives include goals the college aims to achieve.

By focusing on the established Strategic Initiatives, the college has made significant improvements in institutional effectiveness. The faculty and staff of the college are focused on improving the effectiveness of the institution as a whole and are committed to evaluating what specific departments or programs can do to help the college reach the overall objectives set forth through these initiatives. The college faculty, staff and administration dedicate time each year to review the progress that has been made on each objective and develop future action plans that will continue to support the Strategic Initiatives.

Development of the 2010-13 Strategic Plan and Revised Mission Statement

The Institutional Effectiveness Committee (IEC) is responsible for reviewing the Mission Statement every three years and revising to meet changing needs. In 2009, the IEC recommended that the college review the Mission Statement to ensure that it is aligned with its vision. At an All-College Retreat on October 23, 2009, a group of faculty, students, administrators, and staff engaged in value-clarification exercises and dialogue. Based on these discussions, a number of subcommittees met to synthesize the feedback and create two options for the Mission Statement language. On January 29, 2010, at the college's Professional Development Day (PDD), the president presented these two options to the college community for feedback and voting. The new Mission Statement was identified through this vote and subsequently approved by the EVC's shared governance committees. The President took the revised Mission Statement to the Board of Trustees for approval in May 2010.

The development and review of the college's strategic planning process creates college priorities that are based on the current reality of the state and the district. The college successfully completed its strategic planning process in spring 2011 through the Professional Development Day (PDD) activity on April 8, 2011. With the lead of an IEC subcommittee, the strategic planning process was carefully planned utilizing information from the a) 2010 Accreditation Self Study recommendations, b) *Educational and Facilities Master Plan*, and c)

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Achieving the Dream Student Success Initiative implementation plan ensuring that institutional priorities are based on relevant quantitative and qualitative data.

The college community identified three priorities for each "area of focus" within the Strategic Initiatives. The newly revised *EVC Strategic Plan* will also help EVC complete its Integrated Planning and Resource Allocation process which significantly improved in spring 2011. Strategic Initiatives also assure all constituencies work toward the common goal of student success; the shared governance structure allows all groups within the college to have an active role in the day-to-day decisions and planning to meet the goals of the college and district.

Strategic Initiative 1: Student Centered

We provide access to quality and efficient programs and services to ensure student success.

Area of Focus	Commitment to Action
A. Access	1. Reassess and develop a balanced scheduling of course offerings to better meet the needs of students, including additional CTE offerings. Increase the number of course offerings on Fridays and Saturdays. 2. Address with the local transportation authority the need to expand the frequency and affordability of public transportation. 3. Expand the number and type of course offerings and student services available via alternative instructional delivery systems including online and hybrid courses.
B. Curriculum and Programs	1. Complete review of course outlines and catalog for accuracy. 2. Seek funds for upgrading facilities and equipment that support the current and proposed instructional programs. 3. Streamline and simplify curriculum development process by way of technology i.e. Curricunet.
C. Services	1. Develop a student activities program and create an out-of-class environment which is conducive to a comprehensive collegiate experience for students that supports and enhances the classroom environment. 2. Implement resources by levering technology to provide additional guidance and orientation services to students. 3. Review the current organizational structure of student services and consider restructuring services where duplication exists to increase overall efficiency.

Strategic Initiative 2: Community Engagement

We will transform the college image and enhance partnerships with community, business and educational institutions.

Area of Focus	Commitment to Action
A. Increase Visibility	1. Develop an organized on-campus activities (i.e. as book fair, flea market, speaker nights, talent shows, athletic games, contests, and bingo) 2. Develop a consistent marketing strategy (EVC and DO websites, local outlets, malls, high schools, community centers) 3. Increase visibility with media (newspapers, radio, TV)
B. Develop Strategic Partnerships	1. Seek articulation with local high schools on all levels of courses (GE/Transfer, CTE, Basic Skills) 2. Leverage on the existing facilities by increasing their use by local industries, educational and business partners to generate revenue 3. Offer EVC courses in the community (Milpitas, Seven Trees, High Schools and various Community Centers)
C. Building Campus Community	1. Develop a Campus Code of Ethics 2. Encourage faculty participation as club advisors and support campus clubs 3. Establish EVC Alumni Association and online social networking presence Build an awareness of campus programs, both internal and external; communicate and network

Strategic Initiative 3: Community Engagement

We create a trusting environment where everyone is valued and empowered.

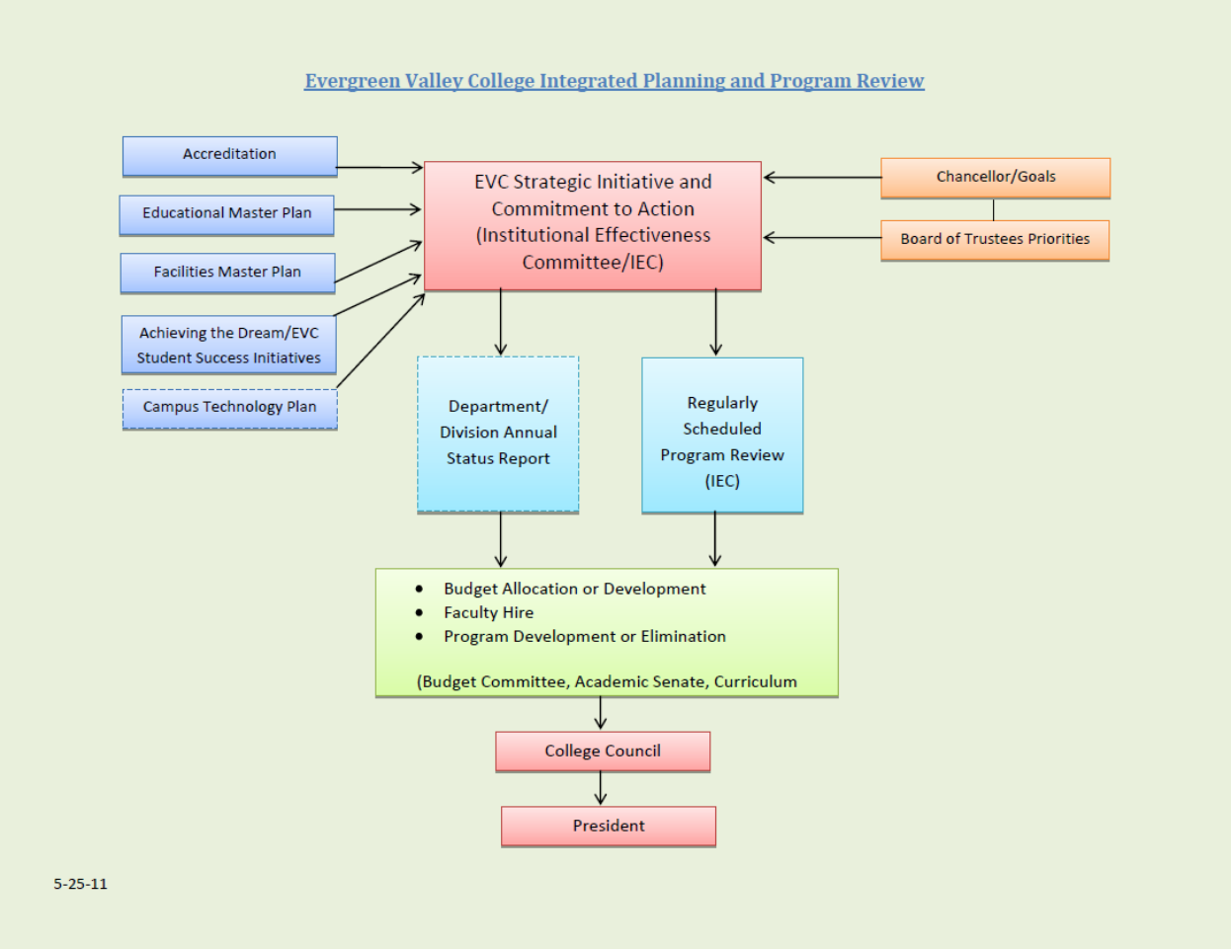
Area of Focus	Commitment to Action
A. Student Access: Completion of Educational Goals	1. Decrease achievement gaps in pre-collegiate basic skills 2. Increase online and hybrid course and program offerings 3. Increase persistence, retention, and success rate for all courses
B. Employee Development	1. Review, strengthen and implement emergency preparedness/response procedures 2. Provide training and support for employees to effectively offer online and hybrid courses and student support services 3. Create a culture of civility and mutual respect
C. Transparent Infrastructure	1. Develop an integrated planning model that includes budget and resource allocation through the shared governance process 2. Utilize Total Cost of Ownership within facilities planning for planned building projects 3. Strengthen and implement accountability, compliance structures, and transparency in the budget process, including stable

	leadership over finances

Planning Assumptions and Relation to Other Plans

The Strategic Initiatives are central to EVC's Integrated Planning process. In addition to the Chancellor's Goals and the SJECCD Board of Trustees Priorities, there are several key documents that are used to inform the strategic initiatives. These include:

- Accreditation Report – planning agenda and recommendations
- *EVC Educational Master Plan*
- *EVC Facilities Master Plan*
- *EVC Technology Plan*
- Student Success Initiatives



The Evergreen Valley College Educational Master Plan

The *Educational Master Plan* is a road map for implementation that, if followed, will achieve the guidelines set by the Western Association of Schools and Colleges (WASC). It affirms the proper structure for the institution being student-centered and well-versed in a long term comprehensive planning effort that is based on the essential standards, principles, and guidelines established by WASC.

Included in the Plan are the following sections:

- External Environmental Scan-Identifies national, regional and local trends that have significant impacts on the future of the college.
- Internal Environmental Scan-Identifies the students who attend the college, where they come from, and the demographics of the college
- Instructional Program and Support Services
- Future Projections for Instructional Programs and Support Services
- A Financial Plan along with a Process for determining the Total Cost of Ownership (TCO)
- A quantitative assessment of current and Future Space Capacities for both instructional and support services
- A campus Facilities Master Plan through 2025
- Recommendations for College and District

The *EVC Educational Master Plan 2025* is available for review in its entirety at: http://www.evc.edu/president/Documents/educational_master_plan.pdf

Recommendations from the Educational Master Plan are as follows:

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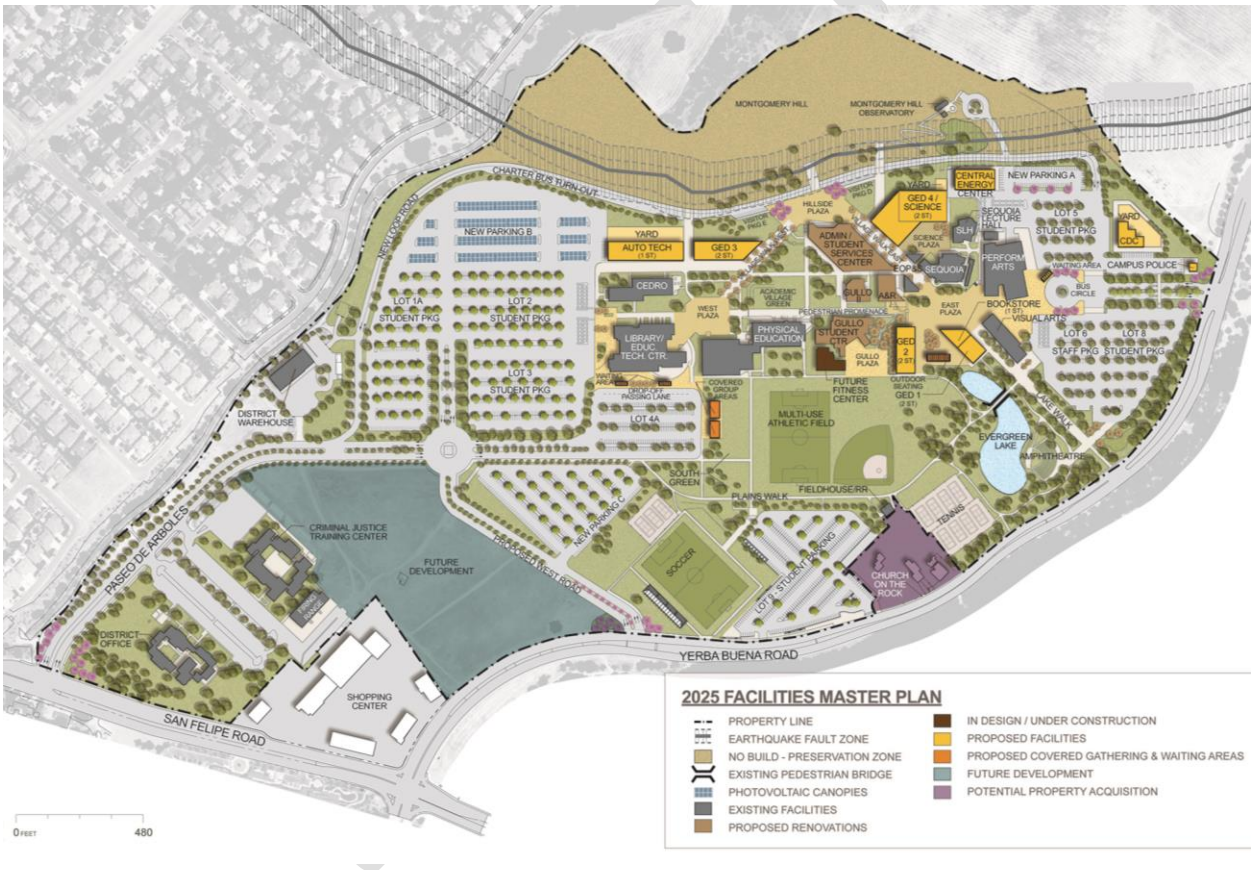
Educational Master Plan Recommendations	
Student Experience	• Develop a student activities program and create an out-of-class environment which is conducive to a comprehensive collegiate experience for students that supports and enhances the classroom environment.
Instructional Program	• Evaluate current course offerings to ensure a balanced curriculum. • Reassess the scheduling of course offerings to better meet the needs of students. • Provide upgraded facilities and equipment that support the current and proposed instructional programs.
Alternative Delivery Systems	• Expand the number and type of course offerings available via alternative instructional delivery systems. • Ensure faculty and staff have the necessary support services and equipment to effectively offer courses via alternate delivery systems. • Consider engaging a consultant to present and help develop effective systems for the expansion of distance education offerings at the college. Additionally, provide a series of on-campus workshops to engage faculty and staff in the expansion of this program.
Support Services	• Through the use of technology, implement a plan for providing additional academic counseling and advisement services to students. • In response to state categorical cuts, review the current organizational structure of student services and consider restructuring services where duplication exists, to increase overall efficiency.
Outreach	• Establish community education centers in the Milpitas and “Seven Trees” areas of the District. • Develop marketing and outreach program to attract identified students residing in the college’s service area with the objective that the college’s enrollment more accurately reflects the service area’s population.
Transportation	• Address with the local transportation authority the need to expand the frequency and affordability of public transportation for students, faculty and staff.
Future Development	• Develop a comprehensive site plan for the campus to ensure that the instructional and support services of the college are a prerequisite to any land development activities.

EVC Facilities Master Plan

The *EVC Facilities Master Plan* is a comprehensive site plan based on the projected needs of the college and is informed by the *Educational Master Plan*.

Due to the proximity of the Quimby Fault line and changes in building code, the Acacia and Roble buildings are currently in a no build zone and are recommended for demolishment. In addition the racquetball courts are recommended for demolition and portables for removal. The removal of these buildings will require new construction to meet the current and future needs of the community.



The plan also calls for improvement in pedestrian and vehicular traffic with the addition and widening of roads. The closure of the entrance next to the lake and new entrance southwest of the soccer field will improve safety in pedestrian traffic. Also slated are additional parking

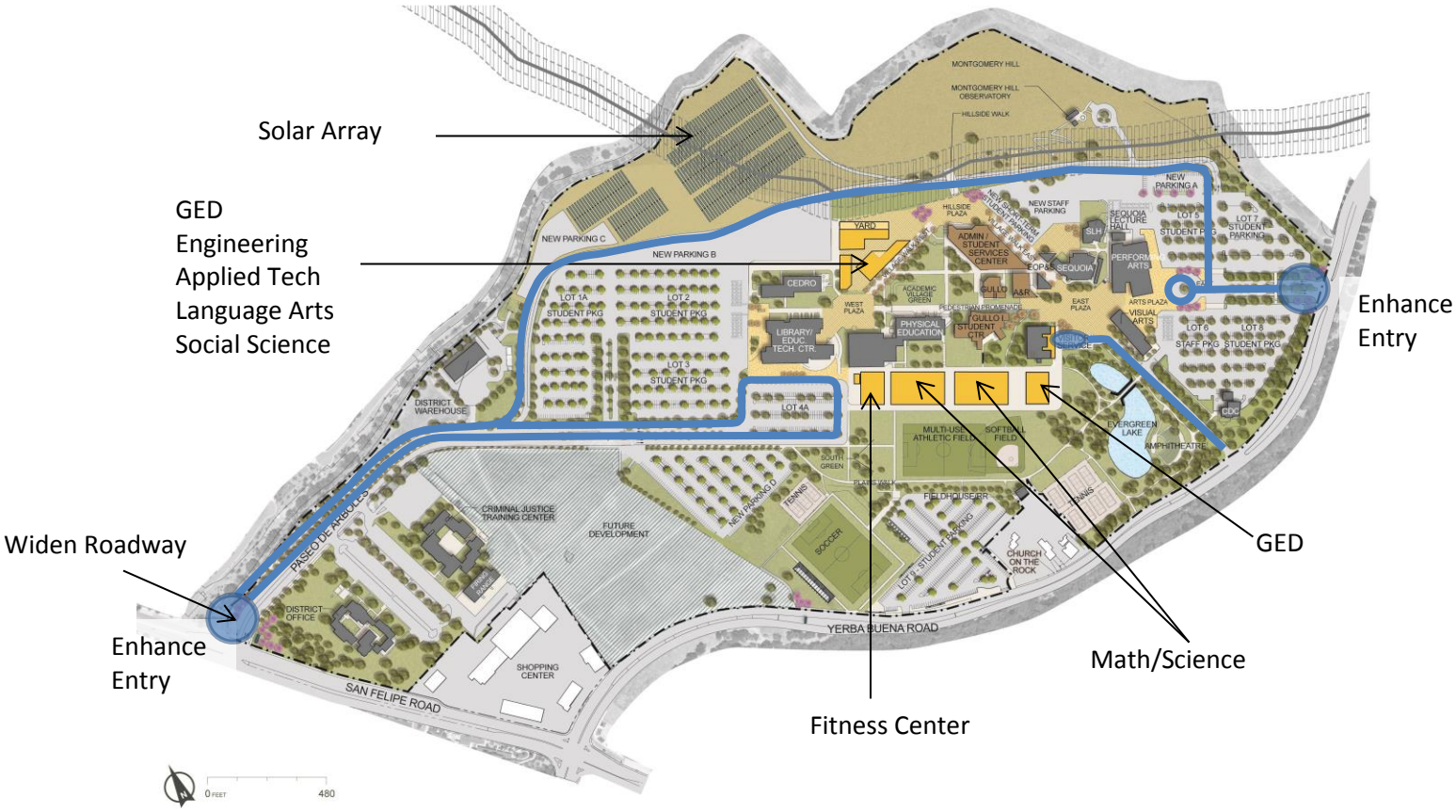
Approved Master Plan

areas, designated drop-off areas, increased footpaths, along with covered group areas and plazas.

The current approved plan calls for building a new Auto Tech building and three general education buildings, and a science/ general education building to replace facilities that will be lost with the demolition of Acacia and Roble. Furthermore to improve pedestrian safety and create a “Lake Walk” while closing vehicular traffic into the center of campus, the Child Development Center, Central Energy Plant, and Police Department need to be relocated.

As the title “2025 Facilities Master Plan” infers, this work will need to be completed in stages. Currently the portables in the center of campus and most near the Physical Education building

have been removed. The solar array is installed and provides power to the campus. The new Fitness Center is underway as well.



Designing and planning for the Math/Science and GED classrooms is in progress for the development of the "south campus." Road improvements at this stage will include widening of Paseo de los Arboles for increased traffic flow, and enhancements to the two current entries to the campus.

The current plan will be monitored and adjusted as needed to meet the goals of the college and the fiscal requirements of the district.

The *2025 Facilities Master Plan* may be viewed at:
http://www.evc.edu/president/Documents/educational_master_plan.pdf

EVC Technology Master Plan

The Campus Technology Committee (CTC) recognizes the importance of technology throughout the campus. To meet the college mission "to empower and prepare students from diverse backgrounds to succeed academically and to be civically responsible global citizens" and the first strategic initiative "Student -Centered: We provide access to quality and efficient programs

and services to ensure student success. Areas of focus are: Access, Curriculum and Programs, and Services" will require innovative use of technology across all areas of the college.

The CTC membership represents many areas of the college; in addition the district supervisor of Campus Technology Support Services (CTSS) is a member, providing a much needed link to district Information Technology Support Services and infrastructure. This group determines policies and procedures for the technology and related technologies impacting student learning, and faculty and staff usage.

Technology needs across the institution varies widely depending upon the work requirements. Therefore, this report is broken into four distinct areas of address: Academic Affairs, Student Affairs, Administrative Support, and Infrastructure. Inherent in the plan are the Educational and Facilities Master Plans, Achieving the Dream Initiative, and resource and budget allocation process.

The report makes five Key Recommendations based on information collected at the college-wide Professional Development Day on April 8, 2011. These recommendations are ambitious, and the CTC realizes it will need to take some initial steps to attain the overarching goals. The most salient of these are:

Development of execution plans and timelines to:

- Create a comprehensive Distance Education Plan
- Review, revise, and develop new Technology Policies and Procedures when necessary.
- Explore the active Campus Portal
- Review, revise, and update EVC webpages
- Review, evaluation, revision of the EVC Technology Plan on a recurring cycle
- Create a template for technology needs addressed in Program Review and Annual Reports.

It is hoped that this new plan will be lay the groundwork for future technology use at EVC. With the difficult fiscal situation this work will not be easy. The CTC, CTSS and ITSS will need to collaborate to address budget, support, and infrastructure issues with all technological use at the institution.

The Key Recommendations are as follows:

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Key Recommendation 1:

Expand online and hybrid offerings, explore prerequisite option for all online/hybrid courses; include level and types of courses along with total cost of ownership. Ensure faculty, and staff have the necessary support services and equipment to effectively offer courses & services via alternate delivery systems.

Strategic Planning	Academic Affairs	Student Affairs	Administrative Support	Infrastructure
Student Centered: Access Organizational Transformation: Student Access Educational Master Plan #3	Expand the number and type of course offerings available via alternative instructional delivery systems.	Expand the number and type of course offerings available via alternative instructional delivery systems; e.g. Guidance courses	Ensure faculty, and staff have the necessary support services to effectively offer courses via alternate delivery systems.	Ensure faculty, and staff have the necessary equipment to effectively offer courses via alternate delivery systems.

Key Recommendation 2:

Encourage student success by providing early support and services via mandatory faculty participation in online census and early alert, along with additional counseling and tutoring available in alternate delivery systems, imposed tracking, and analysis of retention and completion data.

Strategic Planning	Academic Affairs	Student Affairs	Administrative Support	Infrastructure

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Organizational Transformation: Student Access: Completion of Educational Goals Achieving the Dream Educational Master Plan	Mandatory participation in online census. Increase faculty participation in early alert. Analyze retention and completion data for all certificate and degree programs Online tutoring sessions	Implement a plan, including a technological component, to provide additional guidance and orientation services to students. Provide support and services via progress report, counseling, tutoring Explore online tutoring sessions through SSS and WIN/CalWORKS.	Training in utilizing the online census application within MyWeb. Ensure faculty, and staff have the necessary support services to effectively services via alternate delivery systems. Application and Portal Training; IT support. Ensure faculty, and staff have the necessary support services to effectively deliver services via alternate delivery systems.	Ensure the network and equipment can handle the increased load. Ensure faculty, and staff have the necessary equipment to effectively offer services via alternate delivery systems. Office of RIE, Datatel and 320 Portal

Key Recommendation 3:

Increase on and off campus community engagement by developing and implementing a comprehensive college communication plan that includes available technologies—e.g. RSS new feed, EVC Facebook , Ning or other social networking account, free web posting on sites such as radio stations, and an improved website that "Pops."

Strategic Planning	**Academic Affairs**	**Student Affairs**	**Administrative Support**	**Infrastructure**
Community Engagement: Increase Visibility and Building Campus Community	Assess technology needs for effective communication with academic affairs staff and students. Work with CTC to design and implement.	Assess technology needs for effective communication with student affairs staff and students Work with CTC to design and implement.	Staff to maintain the RSS feeds, Facebook status, work with outside agencies, and restructure Webpage navigation. Work with CTC to design and implement.	Determine if current infrastructure is adequate to handle implementation of the Communication Plan. Look at TCO for any additional costs.

Key Recommendation 4:

Develop and implement a professional development plan for faculty and classified. Include online workshops on topics such as online course development, best practices, and CMS (Moodle) and professional development/upward mobility training. Include a regular review process that addresses assessment and revision of the professional development plan based on strategic planning and resource allocation processes.

Strategic Planning	Academic Affairs	Student Affairs	Administrative Support	Infrastructure
Organizational Transformation: Employee Development Educational Master Plan Achieving the Dream	Assess needs for training faculty and staff in online delivery systems and other technologies to improve work flow and upward mobility. Increase @ONE online training awareness. Work with CTC to create and implement training plan	Assess needs for training faculty and staff in online delivery systems and other technologies to improve work flow and upward mobility. Increase @ONE online training awareness. Work with CTC to create and implement training plan	Ensure faculty, and staff have the necessary support services to effectively offer courses and services via alternate delivery systems. Work with CTC to create and implement training plan	Ensure faculty, and staff have the necessary equipment to effectively offer courses and services via alternate delivery systems. Designate a staff training room in the facilities master plan revision process.

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Key Recommendation 5:

Review, strengthen and implement a comprehensive Emergency Preparedness Plan that includes a regular review and assessment cycle per state regulation. Include available technologies to respond to different levels of emergency and communication needs, such as automated text messages to students. Integrate with the college communication plan, strategic planning and budget allocation process.

Strategic Planning	**Academic Affairs**	**Student Affairs**	**Administrative Support**	**Infrastructure**
Organizational Transformation: Employee Development College Goal	Assess technology needs for effective communication with academic affairs staff and students in the event of an emergency. Identify other communication needs for division. Work with CTC to design and implement.	Assess technology needs for effective communication with student affairs staff and students in the event of an emergency. Identify other communication needs for division. Work with CTC to design and implement.	Ensure faculty, and staff have the necessary support services to implement technology applications within the emergency and communication plans. Work with CTC on developing needed training for communication tools.	Ensure the equipment for the emergency and communication plans are adequate for its needs, including TCO; i.e. maintenance, upgrades, repair etc.

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The *EVC Technology Master Plan* can be read in its entirety at

http://www.evc.edu/President/Documents/EVC_Tech_Plan.pdf

SJECCD Information Technology Strategic Plan

This document reports on the development of a district-wide strategic information technology plan for San José Evergreen Community College District (SJECCD). The plan has been developed in collaboration with faculty, staff, administrators, students, and consultants at the district and college levels. It is the district's first comprehensive long-term IT plan, informed by the strategic visions of the district and colleges.

The purpose of the plan is to chart the direction for the development and evolution of information technology infrastructure, services, and support at SJECCD. The plan provides a snapshot of the current state of information technology at SJECCD and an outline of where the district aspires to be. The plan documents the district's information systems architecture and its supporting IT philosophy, vision, and guiding principles. It does not dictate specific operational solutions, but rather, provides a strategic context within which operational IT decisions can be made. This formally-articulated information systems architecture serves as a set of guidelines (a "blueprint") for making informed decisions about information systems issues, acquisitions, implementations, and ongoing support and maintenance.

The introduction to the plan provides a series of scenarios, in story form, that illustrate how the information systems architecture will impact work at the district and colleges. The background section addresses the purpose of the plan as well as the planning methodology. The approach of the planning team was to engage the district and college communities in a collaborative effort to articulate a set of shared principles that will guide information systems decision making.

Figure 1: Components of an Information Systems Architecture

The strategic information technology plan provides a snapshot of the institution's current technology environment within the framework of an information systems architecture. The

plan delineates the institution's system components across multiple inter-related layers of systems. These architectural layers are buttressed by the institution's articulated information systems philosophy, vision, and guiding IT principles as well as by IT best practices.

The plan concludes by listing a set of strategic initiatives that will serve to guide detailed derivative tactical/operational plans, all of which are aligned with the institutional mission and vision.

This initial strategic information technology plan should not be viewed as an end to IT planning but rather as a beginning. It will immediately generate a one-year tactical/operation plan to guide IT acquisitions and decisions for fiscal year 2013. The experiences gained during the implementation of that one-year operational plan will provide feedback to further inform and shape the long-term strategic plan. The strategic plan can therefore be adjusted annually and revisited in detail every five years. It is thus intended to be a "living document," responsive to the needs and aspirations of its constituents.

Figure 2: Relationship of Strategic to Tactical Planning

Every institution of higher education has IT needs beyond their available resources, requiring detailed planning and prioritization of IT initiatives and careful stewardship of IT resources. This section delineates important IT initiatives for the District and projects when they might be addressed during the five-year planning cycle. The annual tactical/operational plans will contain details of effort, costs, benefits, and schedules for their implementation. Initiatives marked with an asterisk indicate priority items articulated in the District's contract with CampusWorks.

Key Initiatives

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	Network Strategic Initiatives	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
1.	Plan and implement the data center move.					
2.	Perform a detailed network performance assessment and recommend improvements.					
3.	Develop and implement a network security plan. *					
4.	Plan and complete the roll-out of VOIP at the district and colleges					
5.	Evaluate and adopt network monitoring solutions.					
6.	Develop and implement a District intranet. *					

	Hardware Strategic Initiatives	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
1.	Upgrade hardware supporting the Ellucian ERP software and database.					
2.	Plan and complete an upgrade of the Millennium library information system					
3.	Plan and implement an upgrade/consolidation of printing systems					
4.	Manage and implement the District's technology projects funded by Proposition 39 General Obligation Bonds. *					
5.	Develop a formal process for assessing and acquiring hardware and software throughout the District.					
6.	Complete a system inventory and associated life cycle replacement plan and budget. *					

	Data/Document Strategic Initiatives	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
1.	Review the use of Oracle versus MS SQLServer as the operational database for Ellucian applications.					
2.	Investigate and implement a data warehouse to support longitudinal and ad hoc reporting.					
3.	Investigate, analyze, and develop a document management solution to serve students, faculty and staff.					
4.	Create and populate a data element dictionary; determine responsibilities for maintenance and access.					
5.	Identify shadow systems and investigate options for resolving the underlying data access needs.					

	Software Strategic Initiatives	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
1.	Select and implement a federated identity management system.					
2.	Maximize the Ellucian Colleague administrative system. *					
3.	Assess the adoption and use of Moodle and explore alternative course management systems.					
4.	Develop and implement a student e-mail system that incorporates tools for collaboration. *					
5.	Investigate systemic implementations of new and emerging instructional technologies.					

	Organizational Strategic Initiatives	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
1.	Review the IT organizational structure and recommend improvements.					
2.	Articulate an institutional information systems philosophy and set of guiding IT principles.					
3.	Develop and implement a one-year tactical/operational IT plan for FY 2013, aligned with the strategic plan.					
4.	Develop and implement a one-year tactical/operational IT plan for FY 2014, aligned with the strategic plan.					
5.	Develop and implement a one-year tactical/operational IT plan for FY 2015. aligned with the strategic plan.					
6.	Develop and implement a one-year tactical/operational IT plan for FY 2016, aligned with the strategic plan.					
7.	Develop and implement a one-year tactical/operational IT plan for FY 2017, aligned with the strategic plan.					

	Organizational Strategic Initiatives	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
8.	Review all technology-related contracts to identify potential cost savings and vulnerabilities. *					
9.	Develop and implement a long-term District Technology Plan aligned with the District's strategic objectives and needs. *					
10.	Develop and implement a best practice technology support model for all technology support. *					
11.	Institute a project management methodology and function.					
12.	Develop, implement, and test business continuity and disaster recovery plans.					
13.	Develop, implement, and test data and information security plans.					
14.	Review the institution's PCI compliance.					
15.	Develop, in collaboration with faculty users, a set of standards to guide the design of classroom space.					
16.	Improve the District's distance and distributed learning infrastructure.					
17.	Improve the District's web presence. *					
18.	Improve online service delivery. *					

The complete *SJECCD Information Technology Strategic Plan* is available online at: http://www.boarddocs.com/ca/sjeccd/Board.nsf/files/8YRRV66FC867/$file/A-SJECCD%20Strategic%20Information%20Technology%20Plan%20-%20FINAL%20DRAFT%20-%2020120920.pdf

SJECCD Security Master Plan

The most recent Security Master Plan was updated in Fall 2012. The Security Master Plan utilizes statistical data obtained from the FBI and CAP Index, Inc. in conjunction with information gathered during informal interviews with select faculty and staff as well as extensive site, building, lighting and landscaping surveys to prepare a detailed threat assessment and vulnerability/risk analysis and recommendations for the San Jose/Evergreen Community College District's San Jose City College and Evergreen Valley College campuses. The vulnerability and risk analysis provides a benchmark for evaluating the effectiveness of current police staffing levels, roles and responsibilities, and existing electronic physical security system. The evaluation was utilized to develop a broad range of recommendations that are intended to mitigate potential threats and reduce risk to the district, its faculty, staff, students, and

property. It is hoped that the prioritized list of detailed recommendations included in the Security Master Plan will serve to enhance the future vision for effective and comprehensive security and risk mitigation programs at the district.

EVC will use the information gleaned from the Security Master Plan when moving forward with the *Facilities and Educational Master Plans* as well as other strategic planning.

The full text of the *SJECCD Security Master Plan* is available in the President's Office.

EVC Emergency Preparedness Plan

Background

The Evergreen Valley College Emergency Operations Plan (EOP) describes how the College will manage and coordinate resources and personnel responding to emergency situations.

The Evergreen Valley College EOP contains three volumes. It is designed to meet both California and Federal Homeland Security Presidential Directive (HSPD)-5 requirements. The Evergreen Valley College EOP:

- Conforms to the National Incident Management System (NIMS) / Standardized Emergency Management System (SEMS) / Incident Command System (ICS) guidelines.
- Provides Emergency Operations Center (EOC) responders with procedures, documentation, and user friendly checklists to effectively manage emergencies.
- Provides detailed information of supplemental requirements such as Public Information, Damage Assessment, and Recovery Operations.

The Evergreen Valley College Emergency Operations Plan is a document that will be continually evolving. Recommendations for improvement are solicited and will be carefully considered for future revisions.

Organization of the Evergreen Valley College Emergency Operations Plan

The Evergreen Valley College Emergency Operations Plan is composed of Volumes One - Immediate Action and Event Specific Checklists, Volume Two - EOC Guidebook and Section Checklists, and Volume Three - NIMS / SEMS Basic Plan. The three volumes provide a comprehensive emergency response document that includes detailed information covering Immediate Action Checklists, Event Specific Checklists, Emergency Operations Center procedures and documentation, and finally reference and support information.

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Volume One - Immediate Action and Event Specific Checklists

- ☐ Immediate Action Checklists

  This section provides guidelines on Crisis Action Team and Evergreen Valley College Emergency Operations Center activation plus provides contact lists for activation of the EOC and coordination of the initial emergency response.

- ☐ Event Specific Checklists

  This section provides guidelines on specific emergencies and the recommended response actions by management, faculty and staff.

Volume Two - Emergency Operations Center Guidebook and Section Checklists

- ☐ Immediate Action Checklists

  This section provides guidelines on Crisis Action Team and Emergency Operations Center activation plus provides contact lists for activation of the EOC and coordination of the initial emergency response. The Immediate Action Checklist is included in both Volumes One and Two to facilitate use of both documents should EOC activation be warranted.

- ☐ Executive Summary

  This section provides a quick overview of the Evergreen Valley College Emergency Operations Plan (EOP) and how to use the plan.

- ☐ Chapter One - Emergency Operations Center (EOC) Activation Procedures

  This chapter provides the *Who, What, When, Where* and *How* of activating the Evergreen Valley College Emergency Operations Center. Additional information is provided on the Evergreen Valley College Crisis Action Team, the National Incident Management System (NIMS) / Incident Command System (ICS), and EOC organization and responsibilities.

- ☐ Chapter Two - Emergency Operations Center (EOC) Section Checklists

  This chapter contains Emergency Operations Center section specific information including EOC Section overview information and individual EOC position checklists. The EOC Section Chiefs are responsible for ensuring each member within their section reads and follows the checklist for their position.

- ☐ Chapter Three - Emergency Operations Center (EOC) Documentation

  This chapter provides Emergency Operations Center support documentation and essential information used in the completion of individual responder and EOC Section responsibilities. The accurate completion of this documentation is essential for the

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timely dissemination of information within the EOC and to help with cost recovery after the response is completed. Section Chiefs are responsible for ensuring that all personnel understand and utilize the documentation.

> ***Note: During the initial response, the completion of documentation is not more important than responding to save lives and property. However, as the initial response is completed and additional responders assume their positions in the EOC, accurate completion of documentation must commence.***

Volume Three - Nims / Sems Basic Plan

The primary purpose of the Volume Three - NIMS / SEMS Basic Plan is to provide a separate document of reference information. This reference information is recommended by federal and state authorities to be included in emergency plans but is not normally utilized by either the Crisis Action Team or Emergency Operations Center responders. The NIMS / SEMS Basic Plan is provided in a separate document to simplify, as much as possible, time sensitive response operations and to reduce the size of an emergency plan utilized during these operations.

- ☐ Executive Summary and Forward

  This section provides a quick overview of the Emergency Operations Plan (EOP) and how to use the plan plus provides background information and assumptions relating to the Evergreen Valley College emergency response operations.

- ☐ Chapter One - Basic Plan

  This chapter provides supplemental detailed information related to plan assumptions, goals, training, and exercises. It also discusses plan maintenance, preparedness elements, the National Incident Management System (NIMS) / Standardized Emergency Management System (SEMS) / Incident Command System (ICS). Finally it reviews procedures for alerting and warning, continuity of operations, awareness and education, and hazardous materials response.

- ☐ Chapter Two - Authorities and References

  This chapter contains federal, state, and city authorities who provide the legal basis for the Evergreen Valley College Emergency Operations Plan.

- ☐ Chapter Three - Threat Summary and Assessments

  This chapter provides threat summaries and hazard analysis for Evergreen Valley College.

- ☐ Chapter Four - Recovery

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This chapter provides detailed information relating to federal, state, and local jurisdiction recovery categories and procedures.

- ☐ Appendices

  Appendix A - Glossary of Terms

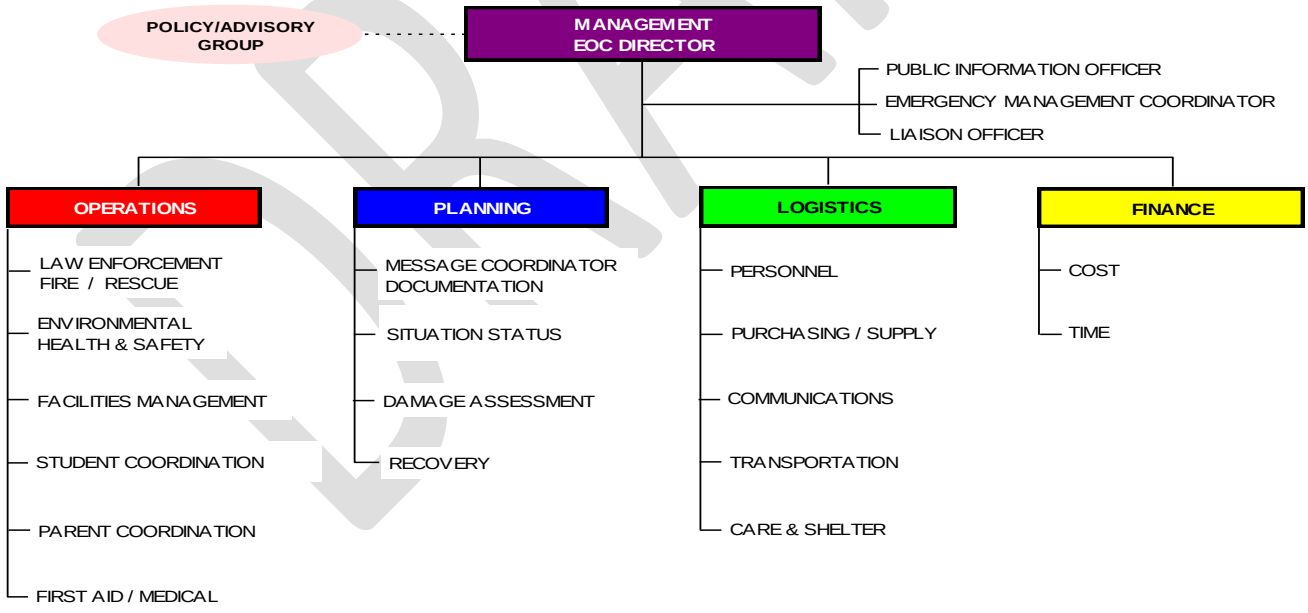
  Appendix B - Acronyms and Abbreviations

  Appendix C - Legal Documents

EOC Organization and Responsibilities

Evergreen Valley College operates under the National Incident Management System (NIMS) / Incident Command System (ICS) emergency management structure discussed in detail in Volume Three NIMS / SEMS Basic Plan, Chapter One Basic Plan.

The ICS EOC organizational structure consists of five Sections (functions) which normally would be activated for a major incident: Management, Operations, Planning/Intelligence, Logistics, and Finance. The Planning/Intelligence Section has been shortened to "Planning" throughout the plan for brevity.



Policy/Advisory Group

The Policy/Advisory Group is made up of the Evergreen Valley College College President and Evergreen Valley College Board of Trustees who provide executive level policies relating to the

emergency response. The members of the Policy/Advisory Group promotes and enhances multi-jurisdictional coordination, information dissemination, and makes requests to city, county and state governments. The point-of-contact for the Policy/Advisory Group in the Evergreen Valley College EOC is the EOC Director/Director of Emergency Services.

Management Section

The Management Section is responsible for overall emergency policy and coordination through the joint efforts of government agencies and private organizations. The Management Section is under the authority of the College President who assumes the title of EOC Director or Director of Emergency Services. The Management Section staff may consist of:

- Director of Emergency Services – College President
- Public Information Officer – Director of Marketing
- Emergency Management Coordinator – Director of Finance & Administrative Services
- Liaison Officer(s) – Director of Finance & Administrative Services

Operations Section

The Operations Section is responsible for coordinating field operations in support of the emergency response through implementation of the Evergreen Valley College EOC Action Plan. The Evergreen Valley College Operation Section Chief is the Senior Security Department Official. The EOC Operations staff may consist of:

- Operations Section Chief – Vice President - Student Affairs
- Law Enforcement Fire/Rescue Unit Leader – Police Officer
- Environmental Health and Safety – Dean of Nursing
- Facilities Management Unit Leader – Maintenance Manager
- Student Coordination Unit Leader – Director of Student Life
- Parent Coordination Unit Leader – Director of Student Life
- First Aid/Medical Unit Leader – Director of Health Services

Planning Section

The Planning Section is responsible for collecting, evaluating, and disseminating disaster/emergency related information, developing the Evergreen Valley College EOC Action Plan and maintaining EOC documentation. The Planning staff may consist of:

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- Planning Section Chief – Dean of Business & Workforce
- Message Coordinator / Documentation Unit Leader – Senior Administrative Assistant
- Situation Status Unit Leader – Director of Admissions & Records
- Damage Assessment Unit Leader – Maintenance Worker
- Recovery Unit Leader – Custodial Supervisor

Logistics Section

The Logistics Section is responsible for providing facilities, services, personnel, equipment, supplies, and materials for EOC and field responders. The Logistics staff may consist of:

- Logistics Section Chief – Dean of Business & Workforce
- Personnel Unit Leader – Senior Administrative Assistant
- Purchasing/Supply Unit Leader – Dean of Financial Aid
- Communications Unit Leader – Network Technician
- Transportation Unit Leader – EVC Mechanic
- Care and Shelter Unit Leader – Dean of Social Sciences Humanities Arts and Physical Education

Finance Section

The Finance Section is responsible for financial activities, managing claims and providing other administrative tasks as required. The Finance staff may consist of:

- Finance Chief – Supervisor - Business Services
- Cost Unit Leader – Senior Accounting Clerk
- Time Unit Leader – Accounting Clerk

The full Evergreen College Emergency Preparedness Plan is available in all administration offices.

Planning and Resource Allocation

While the Strategic Planning Initiatives and annual Commitments to Action provide the foundation for the development of all planning efforts by the college, it is the Program Reviews that are the building blocks for resources allocation. Every program within the college completes a comprehensive Program Review on a six-year rotating schedule. Moreover, each program completes an Annual Update to their Program Review. The purpose of this annual update is to review any data—particularly Student Learning Outcome (SLO) information—for

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relevancy and make adjustments if necessary. This is particularly important to the resource request process, as the Annual Update data is utilized in conjunction with Departmental/Division Annual Status Reports by the Division/Department and the College Budget Committee when making decisions on resource allocation Including the Annual Report in this practice assures resource allocation decisions are data driven whether increasing or decreasing allocation funds.

Below is a detailed chart including the yearly budget and planning process utilized by EVC.

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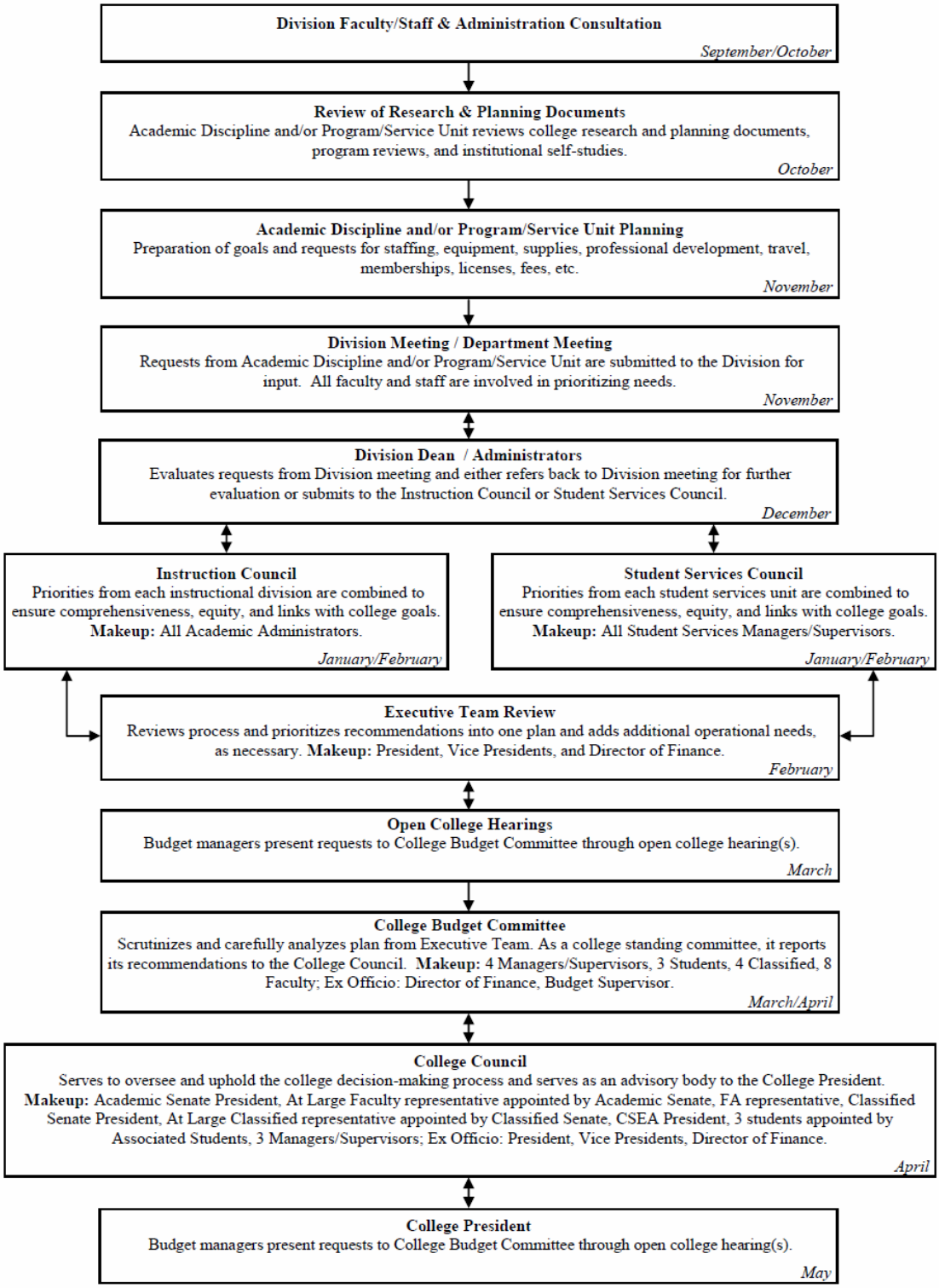
EVC College Budget and Planning Process